**Foundation Practicum Learning Contract**

Date of: First site visit Final site visit

Student Name: Agency:

Field Instructor: Instructor Email:

Task Supervisor: Supervisor Email:

UISSW Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coordinator Email: ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Council on Social Work Education (CSWE) has established professional competencies that span the classroom and the field. During field experience, students must develop learning activities to demonstrate how they will achieve proficiency in each competency. Learning activities must be individualized using practice behaviors as abilities to strive toward.

**Social Work Competencies**

The goal is for students to achieve proficiency in each competency and to find ways to integrate classroom knowledge with practice experiences focusing on the identified practice behaviors for each competency. With their field instructor and specific to their field agency, students develop learning activities that allow them to develop and demonstrate the outlined practice behaviors associated each competency. It may be helpful to think of the practice behaviors as core social work skills each student must develop and demonstrate in order to successfully complete his or her degree program.

**Learning Contract Instructions**

1. Competencies are set in **bold type** and a range of practice behaviors are listed under each competency. Do not rewrite the competencies or the practice behaviors included.
2. Begin by brainstorming a list of activities and projects that the student and agency would like to engage in during the placement. Then examine where each would fit in demonstrating the required practice behaviors. Remember, this learning contract should reflect the educational desires of each student combined with the needs/interests of the agency. Every student’s contract will be different.
3. Add at least one activity to meet each required practice behavior. This is the minimum expectation. Remember, the goal is to become competent in practicing specified professional behaviors; that may require more than one learning activity. ***However, one activity may meet more than one practice behavior***.
4. Throughout placement, students are encouraged to add new activities. The learning contract is a “living document” that should be kept up-to-date and, ultimately, provides a record of what students did.

**Monitoring Activities and Rating Behaviors/Competencies:**

*Students:* prior to the final site visit, determine whether each activity is *unmet*, *met* or *in progress* and meet with your field instructors to discuss your progress.

*Field Instructors/Supervisors:* prior to the final site visit, determine the student’s level of competence and meet with students to discuss your ratings. Your evaluation of “competence” should be based on reasonable expectations for a beginning bachelor-level social worker entering the field or an MSW foundation level student proceeding to an advanced placement. Be sure to enter a rating for each competency and every practice behavior.

**End of Term Evaluation Process**

1. Using the following scale, field instructors will rate the student’s practice proficiency, assigning a score for each of the ten competency areas and all associated practice behaviors. An evaluation score of 2 or 1 requires an explanation.
   * ***Superior / Advanced Competence = 5***: Consistently demonstrates the ability to function independently with very high levels of awareness, knowledge and/or skill; overall work quality/task completion is exceptional, suggesting mastery of the practice behavior.
   * ***Above Average Competence =******4***: Typically demonstrates moderate-to-high levels of awareness, knowledge and/or skill; overall work quality/task completion exceeds basic practice standards and the level of competence is above average, suggesting additional guidance in key areas would promote mastery.
   * ***Basic Competence = 3***: Normally demonstrates acceptable levels of awareness, knowledge and/or skill; overall work quality/task completion meets basic practice standards, but the level of competence is somewhat rudimentary, suggesting additional training and guidance may be beneficial but that the student is ready to enter the field.
   * ***Below Average Competence = 2***: Commonly demonstrates levels of awareness, knowledge and/or skill that are below basic practice standards; overall work quality/task completion is below acceptable standards and the degree of competence is lacking, suggesting the need for additional training and consideration of corrective action.
   * ***Poor / Unacceptable Competence = 1***: Demonstrates unacceptable levels of awareness, knowledge and/or skill; overall work quality/task completion is exceedingly poor and the degree of competence is very seriously lacking, requiring corrective action.
2. Student and field instructor will review the learning activities, and discuss the student’s progress toward and preparation for professional practice upon receipt of his/her degree.
3. Student and field instructor will complete the Term Grade, Hours and Evaluation page. Signatures provide an official record of the hours logged and the evaluation scores.
4. Student and field instructor must each complete a narrative regarding the student’s performance and growth through the term using the questions and space provided on the evaluation page. Please be sure to describe the competencies and practice behaviors in which the student is particularly strong and those areas that need improvement.

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| --- | --- | --- | --- | --- |
| Student | | | Competency 1:  ***Demonstrate Ethical and Professional Behavior***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
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|  |  |  | 1a. Make ethical decisions by aplpying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. |  |
|  |  |  | 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. |  |
|  |  |  | 1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. |  |
|  |  |  | 1d. Use technology ethically and appropriately to facilitate practice outcomes. |  |
|  |  |  | 1e. Use supervision and consultation to guide professional judgment and behavior. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports, for example: 1a, 1b, 1c, 1d, or 1e] |  |
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If a score of 2 or below is given, an explanation is required:

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| Student | | | Competency 2:  ***Engage Diversity and Difference in Practice***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
|  |
|  |  |  | 2a.Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels. |  |
|  |  |  | 2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  |
|  |  |  | 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 2a, 2b, or 2c] |  |
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If a score of 2 or below is given, an explanation is required:

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| Student | | | Competency 3*:*  ***Advance Human Rights and Social, Economic, and Environmental Justice***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
|  |
|  |  |  | 3a. Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  |
|  |  |  | 3b. Engage in practices that advance social, economic, and environmental justice. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 3a or 3b] |  |
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If a score of 2 or below is given, an explanation is required:

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| Student | | | Competency 4*:*  ***Engage In Practice-informed Research and Research-informed Practice***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
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|  |  |  | 4a. Use practice experience and theory to inform scientific inquiry and research. |  |
|  |  |  | 4b. Engage in critical analysis of quantitative and qualitative research methods and research findings. |  |
|  |  |  | 4c. Use and translate research findings to inform and improve practice, policy, and service delivery. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 4a, 4b, or 4c] |  |
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| Student | | | Competency 5*:*  ***Engage in Policy Practice***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
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|  |  |  | 5a. Assess how social welfare and economic policies impact the delivery of and access to social services. |  |
|  |  |  | 5b. Critically analyze and promote policies that advance human rights and social, economic, and environmental justice. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 5a or 5b] |  |
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If a score of 2 or below is given, an explanation is required:

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| Student | | | Competency 6:  ***Engage with Individuals, Families, Groups, Organizations, and Communities***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
|  |
|  |  |  | 6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies. |  |
|  |  |  | 6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 6a or 6b] |  |
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| Student | | | Competency 7:  ***Assess Individuals, Families, Groups, Organizations, and Communities***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
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|  |  |  | 7a. Collect, organize, and critically analyze and interpret information from clients and constituencies. |  |
|  |  |  | 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |  |
|  |  |  | 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  |
|  |  |  | 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 7a, 7b, 7c, or 7d] |  |
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| Student | | | Competency 8:  ***Intervene with Individuals, Families, Groups, Organizations, and Communities***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
|  |
|  |  |  | 8a. Implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  |
|  |  |  | 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  |
|  |  |  | 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. |  |
|  |  |  | 8d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies. |  |
|  |  |  | 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 8a,8b, 8c, 8d, or 8e] |  |
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If a score of 2 or below is given, an explanation is required:

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| Student | | | Competency 9:  ***Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities***  *Practice Behaviors (Below)* | Instructor(s) Score\* |
| Unmet | In Progress | Met |
|  |
|  |  |  | 9a. Select and use appropriate methods for evaluation of outcomes. |  |
|  |  |  | 9b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  |
|  |  |  | 9c. Apply evaluation findings to improve practice effectiveness at the micro and macro levels. |  |
|  |  |  | *Learning Activities*:  [label which practice behavior this supports 9a, 9b or 9c] |  |
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If a score of 2 or below is given, an explanation is required:

**Term Evaluation & Validation**

Recommended Grade (mark one): Satisfactory Unsatisfactory

Number of Registered Credits: Total Hours of Fieldwork Logged:

*Foundation Practicum: 3 cr minimum (1 cr = 70 hours) Submission of timesheet is not required*

*Field Experience: 8 cr minimum (1 cr = 50 hours)*

In evaluating the student’s abilities and performance in practicum, please address the following questions, either in the space provided.

1. What were some of the most substantive activities and assignments that the student completed while in placement with you?
2. What are some of the strengths and particular abilities that the student demonstrated during placement that you believe will assist them in being an effective social worker?
3. What suggestions do you have that would assist the student in their further professional development?

Field Instructor Comments:

Task Supervisor Comments:

Student Comments:

Print Student Name Signature Date

Print Field Instructor & Credentials Signature Date

Print Task Supervisor (if applicable) & Credentials Signature Date

Print Coordinator & Credentials Signature Date